



Denise Juneau, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501
In-State Toll-Free 1-888-231-9393, Local (406) 444-3095
www.opi.mt.gov

2010-2011 ADULT BASIC & LITERACY EDUCATION PROGRAM APPLICATION

For Funding Under the Adult Education and Family Literacy Act

Competitive Funding Available by Type of Program:

\$	Adult Basic & Literacy Education
\$	English Language/Civics Education

APPLICATION TIMELINE

May 2010	Request for Proposal Process Initiated
June 2010	<u>Application due June 23, 2010</u>

Send Application to:

Margaret Bowles, State Director
Adult Basic & Literacy Education
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

June 2010	Applications reviewed competitively as to respective merit
July 2010	Award notice or application status provided to all applicants

Project Year: July 1, 2010
June 30, 2011

General Project Information: This is an extension application for Adult Basic & Literacy Education (ABLE). This application is for continuation funding of your existing ABLE program and is, therefore, an abbreviated application requiring only a small portion of the original application. While this is continuation funding, **you are encouraged to change your objectives and activities to refocus your funding on different or new education needs.** For assistance in completing this application contact:

- Carol Flynn, Administrative Assistant (406) 444-1691
- Margaret Bowles, Director, ABLE (406) 444-4443

Signature Information: Common Assurance form submitted to the Office of Public Instruction with your original grant application and no circumstances affecting the validity of the program specific assurances have changed since its submittal.

TABLE OF CONTENTS

I.	Application Timeline.....	Page 1
II.	Cover Sheet 2008-2009.....	Page 3
III.	Part I. Application Support Information.....	Page 4
IV.	Part II. Self Assessment.....	Page 5 – 9
V.	Part III. Planned Uses of ABLE Funds.....	Page 10
VI.	Part IV. Performance Targets.....	Page 11 – 12
VII.	Part V. Service.....	Page 12
VIII.	Part VI. Funding Codes 2008-2009.....	Page 13
IX.	Part VI. Federal Funding Distribution 2008-2009.....	Page 14
X.	Part VI. State Funding Distribution 2008—2009.....	Page 15
XI.	Summary Budget ABLE 2008-2009.....	Page 16

COVER SHEET

2010- 2011

1. Name and Address of Applicant Organization:

Name

Street Address

City

State MT

ZIP Code

2. Date of Application:

3. Project Starting Date:

4. Project Completion Date: June 30, 2011

5. Federal Identification Number of the Applicant:

6. Program Director:

Name:

Title:

Signature:

Telephone: Fax:

7. Type of Application

A separate application is required for each type of program for which funding is sought.

☐

Adult Basic & Literacy Education

☐

English Language/Civics Education

8. LE: CO:

PART I: APPLICATION SUPPORT INFORMATION

The applicant certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that he/she will comply with the common and program specific assurances.

Assurance by Authorized Representative:

Name:

Title:

Date:

Assurance by Project Director:

Name:

Title:

Signature of Program Director (electronic signature accepted):

Date:

The Office of Public Instruction is committed to equal employment opportunity and non-discriminatory access to all our programs and services. For information or to file a complaint please contact the OPI Personnel Division at (406) 444-2673.

MONTANA ADULT BASIC AND LITERACY EDUCATION ANNUAL PROGRAM SELF-ASSESSMENT

RATIONALE

The Montana State Plan for Adult Education and Literacy and Title II (Adult Education and Family Literacy Act) of the Workforce Investment Act mandate annual evaluation of all Adult Basic and Literacy Education program activities. The purpose of the annual evaluation is to examine evidence as to compliance and determine areas for program improvement in order to enhance continued and systematic Adult Education and Literacy program effectiveness. The evaluation process is intended to support local efforts to integrate all activities to continuously increase the quality level and scope of adult education service delivery to all Montana adults who need those services.

INSTRUCTIONS AND GUIDELINES

The accompanying evaluation instrument should be completed and submitted with your annual awards application. Through this self-evaluation process, you will be able to align upcoming expenditures to areas of identified weakness. When the evaluation process is complete, a file of supportive documentation will have been compiled and plans for corrective action or program improvement plans will evolve.

The State Director of Adult Education or a state representative will visit each local program to review the self-evaluation, documentation, or other required reports to discuss related outcomes. This review process will be used as a tool to give direct and immediate assistance to programs.

PART II: SELF ASSESSMENT (CONTINUED)

**MONTANA ADULT BASIC AND LITERACY EDUCATION
ANNUAL PROGRAM SELF-EVALUATION**

PROGRAM:

PROGRAM YEAR:

INSTRUCTIONS: Check "1", "2", or "3". Provide an explanation in the comments column to explain your rating.

- 1 - indicates completely implemented
2 - indicates partially implemented
3 - indicates not implemented

	1	2	3	COMMENTS
LEADERSHIP				
1. Has programs goals that are realistic, understandable, and measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Has a process to review program goals and is updated annually to meet student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Conducts regular staff meetings and maintains ongoing communication with program staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Meets with formal and informal advisory groups (student, teacher, and community) on a regular basis to support program operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Program ensures equal access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Program director is an active member of an adult education professional organizations (List orgs.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Program instructor(s) continues to update skills through continuing professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Evaluates instructors on an ongoing basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Provides an orientation to each new instructor in the ABLE Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Participates in state required activities (shop talks, meetings, trainings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Submits state applications, reports and budget requests by the required deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PART II: SELF ASSESSMENT (Continued)

	1	2	3	COMMENTS
FISCAL MANAGEMENT				
1. Program uses standard and recognized accounting procedures and codes for grant award expenditures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. A yearly certified expenditure report is available for the OPI showing actual expenditure of funds compared to the last approved budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Requests reimbursements at least quarterly from the OPI.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Maintains time and allocation sheets for staff members paid out of federal and state funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Expenditures comply with Edgar OMB Circular A-87 and grants management procedure (OPI State and Federal Grants Management Handbook) OMB Circulars: www.whitehouse.gov/omb/circulars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Submits timely fiscal closeout.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CURRICULUM AND INSTRUCTION				
1. Program maintains adequate supply of current curricular resources to serve the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Instructor aligns curriculum with NRS and state requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Instructor employs a broad range of instructional strategies to address the needs of all students based on a solid foundation of research and best practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Instructor directly links instructional strategies and activities to learner needs and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Instructors provide input in program development process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Instructors are given adequate time to network and collaborate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PART II: SELF ASSESSMENT (CONTINUED)

	1	2	3	COMMENTS
DATA QUALITY				
1. Has a process in place to ensure accurate and timely data collection as required by the state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Has a process in place to monitor homepage student information in data system and respond accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Complies with statewide assessment policy. (Distance Learning Policy included)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PROGRAM IMPROVEMENT				
1. Has a process in place to analyze data for program planning and program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Has a process in place to continually assess local community needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Actively markets and recruits new students in a variety of ways to meet economic volatility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Program instructor(s) is an active member(s) of an adult education professional organization. (List organizations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Program instructor(s) continues to update skills through continuing professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Analyzes data on which recruitment and retention strategies are most effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
INTER-AGENCY COLLABORATION				
1. Has established collaborative linkage with social service agencies, other education entities and community-based organizations to serve individuals most in need of literacy services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Attends local management team meetings and/or other advisory boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PART II: SELF ASSESSMENT (CONTINUED)

	1	2	3	COMMENTS
STUDENT INDICATORS				
1. Has process in place to regularly review and assess individual goals and progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Provides all new students with an orientation to ABLE instructional services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Documented procedure to transition learners from one level to another. Reviews goals according to students needs and program protocol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Provides tangible recognition for students in all classes for achieving goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Has a documented process in place for contacting students not attending class and re-engaging them in their course work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Documents students' progress in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PART III. PLANNED USES OF ADULT BASIC & LITERACY EDUCATION FUNDS

A. Areas of Weakness/Plans to Improve ABLE Programs

The annual Program Self-Evaluation (pages 6-9) reveals the following areas of weakness(es) in the quality of the ABLE program: (list areas of identified weakness)

1. *This eligible recipient plans to use the ABLE allocation to improve or restructure time and effort in the following area(s) of weakness. (select area[s] to focus on from the above list)*

2. *Describe methods intended to improve the identified area(s) of weakness.*

3. *Describe how the targeted allocation will assist students in making progress toward their goals.*

4. *Describe how comprehensive professional development will be provided to assist instructor(s) in improving identified area(s) of weakness.*

PART IV. PERFORMANCE TARGETS

MEASURABLE GOALS

Instructions: Applicants must project the number and respective outcomes of enrollees they hope to service through this grant.

FEDERAL CORE INDICATORS

NEGOTIATED BENCHMARKS

Grade/SPL	Description	MT Performance Targets 2009-2010	Your Current Performance Targets Achieved 2009-2010	MT Performance Targets 2010-2011	Projected Percent Increase in your program's performance to meet state targets
(0.0-1.9)	Beginning ABE Literacy	42%		48%	
(2.0-3.9)	Beginning Basic Education	42%		33%	
(4.0-5.9)	Low Intermediate Basic Education	40%		41%	
(6.0-8.9)	High Intermediate Basic Ed	37%		36%	
(9.0-10.9)	Low Adult Secondary	39%		48%	
(11.0-12.9)	High Adult Secondary				
(SPL 0-1)	Beginning ESOL Literacy	40%		45%	
(SPL 2)	Low Beginning ESOL	55%		67%	
(SPL 3)	High Beginning ESOL	50%		56%	
(SPL 4)	Low Intermediate ESOL	69%		47%	
(SPL 5-6)	High Intermediate ESOL	52%		60%	
(SPL 6-7)	Advanced ESOL	35%		52%	

<u>CORE GOAL DESCRIPTION</u>	MT Performance Targets 2009-2010	MT Performance Targets 2010-2011	Your Targets for 2010 Achieved	Projected Percent Increase in your program's performance to meet state targets
Enrollees who will be place in a post-secondary education and/or training	45%	56%		
Enrollees who will earn a MT secondary school diploma/GED	59%	63%		
Placement in employment	49%	40%		
Retain employment	48%	80%		

PART IV. PERFORMANCE TARGETS (Continued)

Describe how education activities and data monitoring will be carried out with respect to meeting your program's negotiated performance targets?

PART V. SERVICE

INTENSITY AND DURATION OF SERVICES

Instructions: Indicate your program's service pattern. Under "Name of Program" please enter the days of the week and hours open for your main campus and all additional satellites. Each satellite must be entered separately.

Services Offered:

Name of Program	Days of the Week	Hours of Operation

Number of Sites:

Program Year: Begin Date:

End Date:

Describe how your program is of sufficient intensity and duration for students to achieve substantial learning gains.

PART VI FUNDING CODES PROGRAM YEAR 2010-2011

Object Codes

- 100 Personal Service Salaries - Salaries. Amounts paid to employees of the school district who are considered to be in positions of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district.
- 110 Regular Salaries. Full-time, part time, and prorated portions of the costs for work performed by employees of the school district who are considered to be in positions of a permanent nature. Amounts paid to employees for holidays, sick leave, vacation leave, and personal leave should be included as regular salary. Amounts paid for unused sick or vacation leave upon termination of employment should be coded to object codes 160 or 170, respectively. References: Certified Staff – Title 20 Chapter 4 MCA, School Clerk – Title 20 Chapter 3 MCA, References: Certified Staff – Title 39, MCA, Holiday and Vacation and Sick Leave Pay – Title 2 Chapter 1 and Chapter 18.
- 111 Administrative – Certified (Business Managers/Clerks if duties are considered administrative)
- 112 Professional – Educational (Certified Teaching Staff)
- 113 Professional – Other Certified Staff (Librarians, Counselors, Psychologists, Physical and Speech Therapists)
- 114 Custodial/Maintenance
- 115 Office/Clerical/Technology
- 200 Employee Benefits – Benefits
- 300 Purchased Professional and Technical Services – Contracted services for administrative, professional, educational, technical and cooperative services.
- 400 Purchased Property Services – Utilities, building usage charges, repairs and maintenance services, rent, minor construction.
- 500 Other Purchased Services – Student travel, employee travel, professional development, registrations, communications, printing.
- 600 Supplies – Instructional supplies and materials, textbooks, library materials, software, minor equipment.
- 700 Property – Capital outlay, including major construction and equipment usually greater than \$5,000 (Requires Pre-Approval by the OPI)
- 800 Other Objects – Rare Dues or fees.

Purpose Categories

- 10 Instruction – Activities dealing directly with the interaction between teachers and students.
- 20 Support Services –
 - a. Instructional staff – Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students (i.e., improvement of instruction services, designing curriculum).
 - b. Students – Activities designed to assess and improve the well-being of students and to supplement the teaching process. Non-instructional paraprofessionals should be recorded here.
- 21 Professional Development – Activities associated with high quality professional development and training of school system personnel including in-service learning and workshops.
- 22 Administration – Includes support services for general administration, school administrators (i.e., federal program staff at the district office, district facilitators), and business office.
- 33 School and Community Support – Activities concerned with providing community services to students, staff, or other community participants. Activities performed by students that address a given community need and provide for structured opportunities linking tasks to the acquisition of values, skills, or knowledge by participating students.

PART VI FEDERAL FUNDING DISTRIBUTION (Continued)
PROGRAM YEAR 2010-2011

<u>OBJECT CODE(S)/ PURPOSE CATEGORY</u>	<u>PURPOSE (Provide detailed explanation - what, who, why)</u>	<u>FUNDING AMOUNT</u>	
	TOTAL		

PART VI. STATE FUNDING DISTRIBUTION
PROGRAM YEAR 2010-2011

<u>OBJECT CODE(S)/ PURPOSE CATEGORY</u>	<u>PURPOSE (Provide detailed explanation – what, who, why)</u>	<u>FUNDING AMOUNT</u>
	TOTAL	